

Bennettsville Elementary

801 Country Club Dr.
Bennettsville, SC 29512

Grades	3-5 Elementary School	
Enrollment	547 Students	
Principal	Gloria Dudley	843-479-5938
Superintendent	Dr. David A. Sherbine	843-479-4016
Board Chair	Mr. Ronald B. Henegan	843-479-7838

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	48	78	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

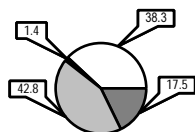
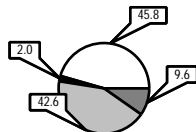
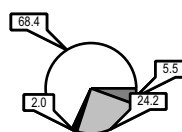
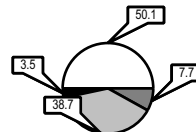
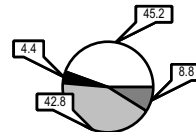
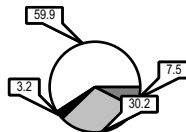
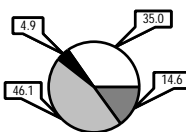
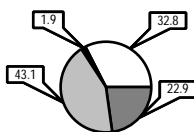
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	536	99.4	38.1	42.4	17.2	2.3	27.7	Yes	Yes
Gender									
Male	274	99.6	44.1	41.4	11.4	3.0	19.8		
Female	262	99.2	31.9	43.3	23.2	1.6	35.8		
Racial/Ethnic Group									
White	98	98.0	27.8	44.4	18.9	8.9	35.6	No	Yes
African American	428	99.8	40.4	41.4	17.2	1.0	26.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	440	99.6	35.5	43.9	18.9	1.6	30.4		
Disabled	96	99.0	50.6	34.8	9.0	5.6	14.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	536	99.4	38.1	42.4	17.2	2.3	27.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	536	99.4	38.1	42.4	17.2	2.3	27.7		
Socio-Economic Status									
Subsidized meals	471	99.4	39.3	42.1	16.7	2.0	26.8	Yes	Yes
Full-pay meals	64	100.0	29.5	44.3	21.3	4.9	34.4		

Mathematics – State Performance Objective = 36.7%									
All Students	536	99.6	45.6	42.5	9.5	2.5	20.8	Yes	Yes
Gender									
Male	274	99.6	52.5	36.9	7.2	3.4	16.3		
Female	262	99.6	38.4	48.2	11.8	1.6	25.5		
Racial/Ethnic Group									
White	98	98.0	38.9	37.8	17.8	5.6	34.4	No	Yes
African American	428	100.0	46.5	43.7	7.9	1.9	18.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	440	99.8	41.7	45.2	10.7	2.3	23.1		
Disabled	96	99.0	64.0	29.2	3.4	3.4	10.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	536	99.6	45.6	42.5	9.5	2.5	20.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	536	99.6	45.6	42.5	9.5	2.5	20.8		
Socio-Economic Status									
Subsidized meals	471	99.6	46.8	42.5	8.3	2.4	19.0	Yes	Yes
Full-pay meals	64	100.0	36.1	42.6	18.0	3.3	34.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	536	99.4	67.9	24.6	5.4	2.1	7.5
Gender							
Male	274	99.6	74.1	23.6	1.5	0.8	2.3
Female	262	99.2	61.4	25.6	9.4	3.5	13.0
Racial/Ethnic Group							
White	98	98.0	51.1	36.7	5.6	6.7	12.2
African American	428	99.8	71.1	22.2	5.5	1.2	6.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	440	99.6	63.8	27.6	6.3	2.3	8.6
Disabled	96	99.0	87.6	10.1	1.1	1.1	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	536	99.4	67.9	24.6	5.4	2.1	7.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	536	99.4	67.9	24.6	5.4	2.1	7.5
Socio-Economic Status							
Subsidized meals	471	99.4	70.8	22.4	4.8	2.0	6.8
Full-pay meals	64	100.0	45.9	41.0	9.8	3.3	13.1

Social Studies							
All Students	536	99.4	49.9	38.9	7.5	3.7	11.2
Gender							
Male	274	99.3	56.5	36.6	5.0	1.9	6.9
Female	262	99.6	43.1	41.2	10.2	5.5	15.7
Racial/Ethnic Group							
White	98	98.0	35.6	37.8	15.6	11.1	26.7
African American	428	99.8	52.6	39.2	6.0	2.2	8.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	440	99.8	45.0	42.0	9.1	4.0	13.1
Disabled	96	97.9	73.9	23.9	0.0	2.3	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	536	99.4	49.9	38.9	7.5	3.7	11.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	536	99.4	49.9	38.9	7.5	3.7	11.2
Socio-Economic Status							
Subsidized meals	471	99.4	51.1	38.8	6.6	3.5	10.1
Full-pay meals	64	100.0	41.0	39.3	14.8	4.9	19.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	182	100.0	26.9	46.3	26.3	0.6	26.9
	4	180	100.0	50.6	39.3	10.1	N/A	10.1
	5	203	99.5	42.4	46.5	11.1	N/A	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	182	100.0	25.6	38.1	33.0	3.4	36.4
	4	182	98.9	43.6	45.9	10.5	0.0	10.5
	5	172	99.4	45.9	45.3	8.2	0.6	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	182	100.0	28.6	57.1	10.9	3.4	14.3
	4	180	100.0	47.8	43.8	7.3	1.1	8.4
	5	203	100.0	48.0	42.9	5.1	4.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	182	100.0	31.8	52.8	10.8	4.5	15.3
	4	182	99.5	45.1	42.2	12.1	0.6	12.7
	5	172	99.4	61.6	32.1	5.7	0.6	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	182	100.0	56.8	28.4	10.8	4.0	14.8
	4	182	99.5	68.8	27.2	3.5	0.6	4.0
	5	172	98.8	80.4	16.5	1.9	1.3	3.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	182	99.5	32.0	46.3	12.0	9.7	21.7
	4	182	99.5	50.3	43.4	6.4	0.0	6.4
	5	172	99.4	69.2	25.8	4.4	0.6	5.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 547)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.8%	Up from 1.6%	3.9%	3.0%
Attendance rate	95.7%	No change	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%	Down from 10.5%	5.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%	Down from 7.1%	4.9%	3.2%
Eligible for gifted and talented	4.8%	Up from 4.4%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.7%	Up from 13.8%	7.8%	8.2%
Older than usual for grade	3.5%	Up from 2.3%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.1%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	54.3%	Up from 54.1%	50.0%	52.6%
Continuing contract teachers	94.3%	Up from 89.2%	77.4%	83.3%
Highly qualified teachers	93.9%	Up from 91.3%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.4%	0.0%
Teachers returning from previous year	96.1%	Up from 91.2%	83.5%	87.0%
Teacher attendance rate	94.5%	Down from 95.3%	94.9%	95.0%
Average teacher salary	\$41,338	Up 3.0%	\$40,440	\$41,703
Prof. development days/teacher	8.1 days	Down from 15.8 days	13.1 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 87.7%	88.9%	89.8%
Dollars spent per pupil*	\$6,116	Up 3.2%	\$7,224	\$6,242
Percent of expenditures for teacher salaries*	64.8%	Up from 61.8%	63.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

How do you get better? You get better by looking at data. The data is generated through students' daily work, tests, quizzes, rubrics, interim report grades, MAP testing, Star Reading and Math, teacher observations and PACT. Any information regarding students' performance is used to guide teachers in the direction of effective instruction based on the needs of the students. Results teams, teams of teachers and assistants, were developed for the purpose of studying and collaborating with other teachers to plan instruction based on the needs of the students.

The teams met weekly with a focused plan to address the strengths and weaknesses of the students and to develop a plan of action for addressing students' needs. The collaboration of teachers using data as a basis for decision-making will be the premise of our educational structure in the future.

We have had a very productive year. Our teachers are sharpening their teaching skills through various Master level classes. A new Science Coach will be a part of our faculty starting the next school year. We anticipate having a Math Coach on board very shortly. Many opportunities are also provided for our students to become involved in social activities as well as academics throughout the school year. A formal prom was held for over 350 students who had not received a discipline referral the entire school year. Our clubs and social organizations, like the Tumbling Team, BES Steppers, Chorus, Student Council, Jump Rope Team, Girl Scout Troup 168, Art Club, and Drama, give our students the opportunities to find and showcase their talents.

Everyday is a challenge but a joy, as we watch so many of our students hungry to learn. It is our responsibility to make sure that the necessary food is provided to nurture their bodies and their minds.

We look forward to another year of challenge and joy.

Mrs. Gloria Dudley, Principal
Mr. Tim McNeil, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	150	76
Percent satisfied with learning environment	80.0%	81.6%	72.0%
Percent satisfied with social and physical environment	53.3%	77.0%	73.3%
Percent satisfied with school-home relations	37.9%	86.5%	65.8%

*Only students at the highest elementary school grade level at this school and their parents were included.